**Supply Kit List: Components/Contents: FINAL LIST OF COMPONENTS/CONTENTS OF SUPPLY KIT TO BE ADDED HERE BY JULIET AND JASON**

The Supply Kit can be easily and quickly assembled by following the video instructions on the **USB key** that is included with it (also available on the website: http://adolescentkit.org).

**Additional supplies**

Each Supply Kit provides all of the materials needed for activities with the Adolescent Kit. **Don’t let this limit you!** You can also add any supplies that you can **find locally** that you think will contribute to activities with adolescents. Bear in mind that the type of supplies you add to the Supply Kit will depend on your resources, what is available locally, and whether you will be conducting activities with adolescents in a relatively fixed space (where you might be able to set up more permanent features such as furniture, cushions, etc.), or will be moving from location to location.

Suggestions for additional supplies you might consider procuring include:

* A ground cover such as a tarpaulin, rug, mat, wooden pallet, or sheeting made from plastic, cardboard or rubber – make sure it’s comfortable to sit on!
* Shade netting to protect tented or outdoor spaces from sunlight;
* Arts materials such as crayons, chalk, paints, multi-sized and multi-coloured paper, ribbons, shoelaces, socks (for puppets), buttons, string, wool, stickers, modelling clay;
* Equipment such as footballs, volleyballs, tennis balls, sponge balls, skipping ropes, and games such as marbles, beanbags, puzzles, blocks, dominoes, balloons, bubbles and any traditional games;
* Toys such as dolls, dice, wooden or plastic animals, toy cars,
* Musical instruments,
* Books, including fiction and nonfiction books appropriate for the reading level and interests of adolescents,
* An exercise book (to create an inventory log);
* A poster that lists all of the services and programmes for adolescents in the community (to be posted during sessions);
* A sign that encourages adolescents to wash their hands before and after sessions;
* A lightweight pump to inflate balls;
* A referee whistle for games and activities;
* A stop watch for games and activities;
* A camera to document activities, aid project work and take photos to decorate activity spaces[[1]](#footnote-0)\*
* A projector to display facilitation instructions, or share images of adolescents’ work\*
* A radio to listen to and discuss music, local news, or other stories\*
* A First Aid Kit – make sure that someone knows how to use it!
* Furniture such as chairs, benches, tables, or cushions. (Remember that in some cultures, adolescents may prefer to sit on the ground, and that furniture may take up some of your space for activities).
* A small activity tent that can be used within the activity space – this can be a way of dividing up the space, or dedicating a special place for activities.

These are just suggestions! There are a lot of other items you may want to add to your Supply Kit. Look around at what resources you have in your community and see what adolescent girls and boys are already using as games, toys and other forms of entertainment that you could include with your supplies.

**Create your own set of supplies**

If you don’t have access to a Supply Kit, you can make or procure your own set of supplies and materials to support activities with the Adolescent Kit. There are several ways to do this:

**Use the Supply Kit templates:** You can replicate the main components of the Supply Kit by downloading the templates from the website (http://adolescentkit.org) and use those to build and procure the necessary pieces working with local vendors. Work with your Operations Team to identify the best way to reproduce the templates in your own environment.

**Procure supplies locally:** It may be possible (and much cheaper) to buy many of the items in the Supply Kit locally. Check to see if you can buy paper, pencils, erasers, glue, scissors and any other supplies in local markets or shops. Make sure that these materials meet quality standards for safe use and are culturally appropriate.

**Find alternative supplies:** You don’t need to find *exact* replacements for all of the items in the Supply Kit. If it isn’t possible to obtain some of the materials, use your imagination and common sense to think of possible alternatives.

For example:

| **Supply Kit item** | **Alternatives?** |
| --- | --- |
| Carrier Bags | Use strong bags or containers |
| Carrier Straps | Use strong string, rope or fabric to make your own straps |
| Facilitator’s Tablets | Use plastic folders to hold documents |
| Reusable marker board  (polycarbonate sheets) | Use a portable flipchart, white/black board, or even a dark rubber mat to make a reusable blackboard |
| Coloured pencils | Use chalk, crayons, or markers |
| Masking tape | Use pins, sticky tape |
| Post- its | Cut up paper and use blue-tack or tape |

**NOTE!** Even if you *do* have a Supply Kit, the items suggested above can be used to replace items when they run out, or if they become damaged or broken.

**Find or make new supplies:** Work with adolescents to see what other items you might be able to use to support activities with the Adolescent Kit – or to create new activities. These could be things like leaves and sticks that are found in the natural environment, or discarded items that can be re-invented as equipment for activities.

**Be creative!** For example, the items below could all be used for games, to make toys (dolls, cars/trucks, boats, footballs, puppets, instruments) or for art projects:

* Rocks, palm or banana leaves, clay, pebbles, sticks, sand, shells, beads, bones, corn husks, seeds, pods, grass, bamboo, wild nuts or fruits;
* Plastic bottles, cardboard or plastic cartons, plastic shopping bags, newspapers, rims of tires, scraps of material and paper, wool, bottle caps, match boxes, candy wrappers, cardboard, wood; and
* Rubber bands, paper, tin cans, rope, wire, pipe, old slippers, wheels, newspaper.

**Other resources**: There are a lot of useful resources that can provide you with creative ideas on using locally available supplies for activities with children and adolescents. For example, see: <http://www.arvindguptatoys.com/toys.html> for inspiration. You can also refer to the **Guidance and Resources section** in the **Core Guidance.**

**Borrow and share supplies:** Check to see if you might be able to use materials, equipment and supplies from other projects, services or kits. For example, education, child protection, psychosocial and life skills programmes, sports and arts initiatives, and children’s clubs and youth organisations may have supplies that they can share for activities with adolescents.

Similarly, it may be possible to access games, toys, education materials and other useful supplies from other UNICEF kits, such as the:

* **UNICEF Recreation Kit**: Supports children and adolescents to engage in games, sports and recreation activities; includes balls for different games and play materials such as skipping ropes and frisbees; available at: www.unicef.org/supply/files/Education\_Kits\_User\_Manuals\_Module\_2.pdf
* **UNICEF School-in-a-Box:** Supports children and adolescents to continue their education in humanitarian situations; Contains basic school supplies such as exercise books, pencils, erasers and scissors, as well as educational posters and other teaching aids; available at: www.unicef.org/supply/files/Education\_Kits\_User\_Manuals\_Module\_4.pdf
* **UNICEF Early Childhood Development Kit:** Supports early development activities such as structured play and learning for children ages 0-6 years; Contains games, toys, books and art supplies; available at: www.unicef.org/supply/files/Education\_Kits\_User\_Manuals\_Module\_3.pdf

Guidance for other UNICEF kits is available at: www.unicef.org/supply/index\_78176.html.

*See* ***Tool: Creating your own supplies*** *for more guidance on putting together your own set of supplies, or replacing items in the Supply Kit.*

**List: Suggested basic supplies**   
  
You won’t need to have *every* item in the Supply Kit, but you will need some basic items to run activities with adolescents: These include:

| **Item** | **Quantity** | **Description** | **Notes** |
| --- | --- | --- | --- |
| **Bag, container or trunk** | 1 | Should be strong, lightweight, waterproof, ideally with a strong strap or handles | Can be used to carry all of the supplies |
| **String, rope or cloth** | 1 | Should be strong | To serve as a strap for the supply bag or container (if it doesn’t have one) so it can be carried or hung up |
| **Smaller bag or container** | 2 | Should be lightweight and waterproof | Can be used to keep supplies such as pencils and paper dry and organised |
| **White/black board or flip chart** | 1 | Should be portable, lightweight and reuseable | Can be used by facilitators or adolescents to write notes or instructions |
| **Chalk or erasable markers** | 18 packs | 4 markers/chalk pieces per pack | Can be used to write on a white board/black board |
| **Hard sheets** | 4 | Can be cardboard, plastic or another hard material | Adolescents can put paper against them to write/draw on and/or use them as ground sheets to sit on |
| **Plain Paper** | 3 packs | 500 sheets/pack, Can be manilla, composition or coloured paper | Can be used for adolescents to draw and write on |
| **Pencils** | 50 | Both regular and coloured if possible | Adolescents can use for writing or drawing |
| **Pencil sharpener** | 4 | Small | Those with sharp edges should be stored and used carefully |
| **Scissors** | 4 | Medium | Should be used carefully as they have sharp blades |
| **Glue sticks** | 4 | Extra strength if possible | Can help attach one piece of paper to another |
| **Art supplies** |  | Paints, crayons, etc. | Include anything that adolescents can use to make art! |

Please note that these are simply **estimates** of how many items you might need for working with a group of approximately 50 adolescents over a three-month period! Do what makes sense for adolescent girls and boys in your particular situation – and remember that some items may be used up more quickly than others.

**Using, maintaining and replacing supplies**Your supplies won’t last forever! Many will run out, some may become damaged, and others may be lost or stolen. With a bit of effort, you can make sure that your supplies last for a longer time – and can be easily replaced.

*Maintaining supplies*

**Use your supplies!** The whole point of having supplies is to use them. Integrate them into your activities with adolescents and don’t hide them away to keep them in perfect condition or worry about ‘spoiling’ items. Use your supplies carefully… but have fun with them too!

**Take good care of your supplies:** The key to enjoying your supplies for a longer time is taking good care of them. Try to handle them responsibly, keep them clean, and make sure they are returned to their containers/kits after use. Make it routine to check on the condition of the items and to look for cracks, tears, sharp edges or other damage so that you can make repairs (if possible), or discard the damaged supplies.

**Store your supplies somewhere safe:** Make sure that you store your supplies somewhere indoors where they are safe from theft, and where they will be protected from rain, snow, high or low temperatures and dew. You can either lock the supply bags/containers themselves, or put them in a cupboard or room with a lock.

**Keep an inventory:** Some of your supplies will be used up faster than others. Keep an inventory so that you can keep track of items that go missing, become damaged or run low. This will help you to replace supplies before they run out, and to repair those that are damaged. *See* ***Tool: How to make and use an inventory log.***

**Involve adolescents!** Adolescents can and should play a key role in taking care of supplies, including storing them safely and transporting them. Work together to decide on ground rules for managing the supplies and then post those rules somewhere visible to everyone. Appoint volunteers to collect supplies at the end of each activity session and to manage the inventory. ***See Tool: Creating ground rules for managing supplies* and also the *Manage Supplies* section in the *Programme Coordinator’s Guidance*.****Get the most out of your supplies:**  Do your best to use your supplies to the fullest and don’t waste anything. For example, use both sides of flip-chart paper, keep pencil stubs that still write, and find creative ways to use up scraps of paper in projects or artwork.

**Be prepared:** Many of the consumable items in the Supply Kits (such as pencils and paper) may run out within **three months** of activities with the Adolescent Kit. Be ready to replace them or to come up with alternative materials at that point.

**Replace supplies locally:** As much as possible, try to replenish supplies locally. This is usually much faster, cheaper and better for the environment than ordering supplies from external sources. Make sure that replacement supplies meet quality standards for safe use and are culturally appropriate.

**Replace items externally**: Certain supplies may be unavailable locally, and may need to be purchased externally. Work with your Supply Office or liaise with UNICEF to order those items. Make sure to do so well in advance of when you will need them, as delivery may take a long time.

**Involve adolescents!** Encourage adolescents to come up with creative ideas for replacing supplies. For example, run a competition for adolescents to design new Supply Kits, or conduct a brainstorming session on recycling local materials to use as supplies. See ***Activity Guide: Brainstorming solutions, possibilities and project ideas.***

*See* ***Tool: Creating your own supplies*** for more guidance on replacing supplies.

**Before you get started! A final checklist for managing supplies**

Before getting started, review the checklist below to make sure that you have planned how your supplies will be used, taken care of, managed and replaced.

| **Task** | **Check if completed** |
| --- | --- |
| 1. Did you review the Supply Guidance? |  |
| 1. Did you examine all of the items in the Supply Kit? |  |
| 1. Do you understand the function of each of the Supply Kit items? |  |
| 1. Did you remove any items that are inappropriate within your religious and cultural context? |  |
| 1. Did you add any further supplies that you think could benefit activities with adolescents? |  |
| 1. If you don’t have access to a Supply Kit, did you identify ways to procure or make your own set of supplies for activities with the Adolescent Kit? |  |
| 1. Did you identify a safe place to store the supplies? |  |
| 1. Did you create an inventory log? |  |
| 1. Did you agree on ground rules for minding the supplies? This includes who stores the supplies, who keeps an inventory and how often items are cleaned and checked for damage. |  |
| 1. Did you make a plan for replacing lost, damaged or stolen supplies? |  |
| 1. Did you involve adolescents and relevant adults (facilitators, partners, volunteers, steering committee representatives) in planning how the supplies will be stored, managed and replaced? |  |

**Remember to consult adolescents!** Managing supplies for the Adolescent Kit is a great opportunity for adolescents to practice skills such as planning and problem solving, to use their creativity and imagination, and to take responsibility for important tasks. Try to inspire a sense of ownership by involving adolescent girls and boys in all steps of managing supplies, and when appropriate, let them take the lead.

See the**Manage Supplies**section in the Programme Coordinator’s Guidance for advice on involving adolescents in managing supplies.   
**TOOLS**

**Tool: Creating your own supplies**

Consider the questions below when putting together your own set of supplies, or replacing items in the Supply Kit:

1. **Are the supplies appropriate within the religious, traditional and cultural context?** Avoid any items that might cause confusion or misunderstanding within the community.
2. **Are there items that will appeal to both adolescent girls and boys, to different age groups, to diverse ethnic and language groups and to adolescents with disabilities?** Try to be as inclusive as possible with your supplies!
3. **Could any of the items be easily damaged within the particular physical environment?** Avoid items that will break, tear or fall apart too easily.
4. **Are the supplies safe, and of reasonable quality?** Try to find supplies that meet standards of good quality and safe use (e.g. avoid items made with toxic paint or materials), and stay away from very sharp or dangerous items that could cut or harm adolescents.
5. **Are the supplies easy to carry and store?** Make sure that the supplies aren’t too heavy or cumbersome to pack into the Supply Kit (or whatever container you are using for supplies), or to transport to different locations for activities with adolescents.
6. **Will you be able to restock these items easily?** Try to include supplies that you can easily and quickly replenish when they run out – either by buying them in local markets (paper, pencils, etc.) or collecting them from the environment (stones, sticks, empty plastic bottles).

**Tool: Creating ground rules for managing supplies**

Use the following questions to agree on ground rules for managing supplies. Post the ground rules somewhere where everyone can see them.

* Where will the supplies be stored?
* Will the supplies be locked up? If so, who will mind the key?
* Who will be involved in minding the supplies? Facilitators? Adolescents? Adult volunteers?
* Will someone keep an inventory of the supplies? If so, who? Will it be one person or will this responsibility be rotated among several people?
* Who will transport the supplies between locations?
* Who will check on the condition of the supplies? How often will they check?
* Will someone be responsible for making sure all of the supplies are returned at the end of each activity session? If so, who?
* How often will the supplies be cleaned or wiped down? Who will do this?
* How will you make sure that the supplies are handled carefully and responsibly?
* What will happen if items are damaged, lost, stolen or you run-out? Will they be repaired, thrown out, replaced?
* How will supplies be replaced? Who will be responsible for replacing them?

See also: ***Tool:* *Planning how to manage supplies: Discussion Guide***in the *Manage Supplies* section of the Programme Coordinator’s Kit for further ways to guide discussions with adolescents on managing supplies.

**Tool: How to make and use an inventory log**

Anyone can make an inventory log to keep track of supplies!

Follow the steps below and use the **Sample Inventory Log** to get started.

1. Find an empty notebook or exercise book. Ideally this should be bound on the long side rather than the top (short side), and should have lined paper.
2. Turn to the last page of the notebook and write down the item names as shown in the right-hand column of the Inventory Log template.
3. Cut all the other pages of the notebook along the line between the white and grey areas.
4. Copy the section in white onto the first page of the notebook. This grid should be recopied onto a new page of the notebook each time the inventory log is updated.
5. The Inventory Keeper should fill out the grid at the end of each day that the supplies are used and sign it in the indicated space. A second Inventory Keeper should check and co-sign the inventory log.
6. Review the inventory log on a regular basis to confirm that it is accurate, to assess the condition of the materials in the Supply Kit, and to discuss how to replace supplies that are broken, used up or missing.

**Choosing an inventory keeper:**

The Inventor Keeper can be an adolescent, a facilitator or an adult from the community. Consider the following issues:

* **Fairness:** Anyone who is interested should have a chance to take on the role, but no one who doesn’t want to should be forced to do it.
* **Safety:** No one should be put at risk of harm or embarrassment by taking on this responsibility.
* **Skill level:** Some adolescents may not have the basic skills to manage an inventory log, so it may make more sense to give this responsibility to a facilitator or an adult.
* **Support:** Make sure that adolescents get the support they need to manage the Inventory Log. Younger adolescents can be paired up with older adolescents if they don’t yet have the maturity or knowledge for this role.

**Inventory Log Template**

| **Quantity received** | **Quantity returned** | **Condition received** | **Condition returned** | **S/N** | **Item name** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | **1** |  |
|  |  |  |  | **2** |  |
|  |  |  |  | **3** |  |
|  |  |  |  | **4** |  |
|  |  |  |  | **5** |  |
|  |  |  |  | **6** |  |
|  |  |  |  | **7** |  |
|  |  |  |  | **8** |  |
|  |  |  |  | **9** |  |
|  |  |  |  | **10** |  |
|  |  |  |  | **11** |  |
|  |  |  |  | **12** |  |
|  |  |  |  | **13** |  |
| **Date:** | | **Storage location:** | | | |
| **Inventory Keeper 1:** | | **Signature:** | | | |
| **Inventory Keeper 2:** | | **Signature:** | | | |
| **Key held by:** | | | | | |
| **Comments:** | | | | | |

**NOTE TO DESIGN TEAM: Suggest include scissors and dotted line in design to mark where to cut between grey and white areas.**

**Sample Inventory Log**

**Completed one month after receiving the Supply Kit**

| **Quantity received** | **Quantity returned** | **Condition received** | **Condition returned** | **S/N** | **Item name** |
| --- | --- | --- | --- | --- | --- |
| 12 | 12 | Good | Good | 1 | Round-tip medium scissors |
| 4 | 3 | Good | Poor | 2 | Ruler (30 cm) |
| 2 | 2 | Good | Good | 3 | Ruler (12 inch) |
| 11 | 9 | OK | OK | 4 | Eraser |
| 4 | 3 | Good | Good | 6 | Glue sticks |
| 4 | 3 | Good | Good | 7 | Paper masking tape |
| 4 | 3 | Good | OK | 8 | Metal pencil sharpener |
| 4 packages | 3 | Good | Good | 9 | Post-it note pad |
| 4 packages | 3 | Good | Good | 10 | Index cards |
| 14 packages | 14 | OK | OK | 11 | Markers (Regular) |
| 4 packages | 4 | Good | Good | 12 | Markers (Dry-erase) |
| 5 packages | 5 | Good | OK | 13 | Pencil (Regular) |
| **Date:** | | **Storage location:** | | | |
| **Inventory Keeper 1:** | | **Signature:** | | | |
| **Inventory Keeper 2:** | | **Signature:** | | | |
| **Key held by:** | | | | | |
| **Comments:**  One pencil sharpener missing  Two erasers missing  Need to replace one ruler and repair some of the others | | | | | |

**Sample Inventory Log**

**Completed three months after receiving the Supply Kit**

| **Quantity received** | **Quantity returned** | **Condition received** | **Condition returned** | **S/N** | **Item name** |
| --- | --- | --- | --- | --- | --- |
| 9 | 8 | OK | OK | 1 | Round-tip medium scissors |
| 3 | 3 | OK | OK | 2 | Ruler (30 cm) |
| 2 | 1 | Good | OK | 3 | Ruler (12 inch) |
| 5 | 5 | Poor | Poor | 4 | Eraser |
| 2 | 1 | OK | OK | 6 | Glue sticks |
| 1 | 1 | OK | OK | 7 | Paper masking tape |
| 2 | 2 | Good | Good | 8 | Metal pencil sharpener |
| 1 package | 1/2 | Good | Good | 9 | Post-it note pad |
| 1 package | 1/2 | Good | Good | 10 | Index cards |
| 2 packages | 2 | OK | OK | 11 | Markers (Regular) |
| 1 package | 1 | Good | OK | 12 | Markers (Dry-erase) |
| 2 packages | 2 | OK | OK | 13 | Pencil (Regular) |
| **Date:** | | **Storage location:** | | | |
| **Inventory Keeper 1:** | | **Signature:** | | | |
| **Inventory Keeper 2:** | | **Signature:** | | | |
| **Key held by:** | | | | | |
| **Comments:**  1 scissors missing, 1 ruler broken and 1 glue stick used up.  Need to replace nearly all items, especially pencils, post-it notes, index cards, glue sticks and erasers. | | | | | |

1. \* Bear in mind that if you include more valuable items with your supplies you will need to find a safe place to store them. Also keep in mind that carrying or having access to valuable supplies may put adolescents at risk of harm. [↑](#footnote-ref-0)